LESSONS ELEVEN TO TWENTY OF THE BEGINNERS ARABIC COURSE FROM WWW.UMMAH.COM

LESSON ELEVEN: Present tense verbs

LESSON ELEVEN: PRESENT TENSE VERBS

Look back to lesson nine to see how we made verbs in the Past. In this lesson we are going to talk about Present tense verbs. These are actions that are not yet completed or finished. Past tense verbs were formed by adding endings to show who did the action, however with present tense verbs something is added to the beginning instead. Look at the following examples:

يَكْتُبُ

(yaktubu) he writes

تَكْتُبُ

(taktubu) she writes

تَكْتُبُ

(taktubu) you write[to a male]

تَكْتُبِينَ

(taktubeena) you write[to a female]

أَكْتُبُ

(aktubu) I write

يَذْهَبُ

(yadhhabu) he goes

تَذْهَبُ

(tadhhabu) she goes

تَذْهَبُ

(tadhhabu) you go[to a male]

تَذْهَبِينَ

(tadhhabeena) you go[to a female]

أَذْهَبُ

(adhhabu) I go

*Note : It is important to note that the verb form is the same for "she does" and "you do" [to a male], but you will usually be able to tell the meaning from context.

It is also important to learn and remember the vowelling of present tense verbs. You may have noticed that yaktub took a damma in the middle while yadhhab took a fatha. This is not for any grammatical reason; it is just the way the verb is spelt.

Here are the present tense "he" forms of the verbs given in lesson nine.

لبس
(labasa) he wore
يَلْبِسُ
(yalbisu) he wears
أكل
(akala) he ate
يَأْكُلُ
(ya'kulu) he eats
شرب
(shariba) he drank
يَشْرَبُ
(yashrabu) he drinks
فعل
(fa3ala) he did
يَفْعَلُ
(yaf3alu) he does

لعب
(la3aba) he played
يَلْعَبُ
(yal3abu) he plays
وعد
(wa3ada) he promised
يَعِدُ
(ya3idu*) he promises
وجد
(wajida) he found
يَجِدُ
(yajidu*)he finds

*note: because these two verbs begin with letter waw in the past they behave irregularly in the present and drop the waw.

VOCAB: There are no new verbs given today, but please learn the correct vocalisation of the verbs shown above

EXERCISES

1.) Conjugate all the above verbs [ie form them for "he, she, you, I]

2.) Translate the following into English

يشرب رشيد
يذهب سامي إلى مدينة قريبة من بيته
تلبس مريم حجاباً جميلاً
هل تأكل طعامي؟
أكتب في المدرسة
يلعب الكلب

3) Translate the following into Arabic
a) what are you wearing Noura?
b) Did you write the book?(to a male) No, Yousef is writing the book
c) Mariam is eating Felafel
d) I am going to the mosque
e) Ali is playing in the garden

4.) Make 3 of your own sentences with present tense verbs

LESSON TWELVE: Daily routine

To take a break from the previous more grammar orientated topics, this lesson will cover the daily routine and vocabulary related to every day life.

Firstly, read the following short story about Ahmed's morning (with the translation.) Verbs are highlighted in green.

يستيقظ أحمد من فراشه الساعة السابعة صباحا
Ahmed wakes up from his bed at 7am
يذهب إلى الحمام ويغتسل
He goes to the bathroom and washes himself
يلبس ثيابه
He dresses in his clothes
يتناول الفطور مع أخته في المطبخ
He has breakfast with his sister in the kitchen
يشرب القهوة و يأكل
He drinks coffee, and he eats

يغادر أحمد في الساعة الثامنة والنصف

Ahmad leaves at 8:30.

يذهب إلى العمل بالسيّارة

He goes to work by car

و تذهب أخته إلى المدرسة

and his sister goes to school.

أحمد مسرورٌ بحياته

Ahmed is happy with his life

ويشكر الله على كلّ ما له

And he thanks Allah for all that he has.

The illustration also shows the text with full vocalisation



Here is some of the new vocab which you should learn:

فراش
(firaash)
bed/matress

ثياب
(theyaab)
clothes

قهوة
(qahwa)
coffee

مسرورٌ
(masroor)
happy

حياة
(hayaat)
life

كلّ
(kull)
all

Telling the time

In the story, we read that Ahmed gets up at 7am and leaves the house at 8:30am... Now we will learn how to form similar sentences ourselves and to tell the time:

الساعة الواحدة
one o clock
(as-saa3at ul waahida)

السراعة الثانية
two o clock
(as-saa3at uth thaaniya)

الساعة الثالثة
three o clock
(as-saa3at uth thaalitha)

الساعة الرابعة
four o clock
(as-saa3at ur raabiya)

الساعة الخامسة
five o clock
(as-saa3at ul khaamisa)

الساعة السادسة
six o clock
(as-saa3at us saadisa)

الساعة السابعة
seven o clock
(as-saa3at us saabi3a

الساعة الثامنة
eight o clock

(as-saa3at uth thaamina)
الساعة التاسعة
nine o clock
(as-saa3at ut taasi3a)
الساعة العاشرة
ten o clock
(as-saa3at ul 3aashira)
الساعة الحادية عشرة
eleven o clock
(as-saa3at ul haadiya 3ashara)
الساعة الثانية عشرة
twelve o clock
(as-saa3at uth thaaniya 3ashara)

to say "half past" we add the phrase
والنصف
(wan nisf)
eg:
الساعة السابعة والنصف
as-saa3atus saabi3atu wan nisf

If the time is the morning, you can add following the word to make this clear.
صباحاً
(sabaahan)

If it is in the evening, you can add this word instead.
مساءً
(masaa'an)

To ask a question about what time something happens, or when someone does something, we use the word
متى؟
(mataa?)

eg:
متى تذهب إلى المدرسة ؟
(mataa tadhhabu ila al madrasa?)
When / what time do you go to school.

Rooms of the house

غرف البيت

rooms of the house
غرفة الجلوس
(ghurfat ul jaloos)
sitting room
غرفة الاستقبال
(ghurfat ul istiqbaal)
reception room

غرفة الطعام
(ghurfat uT Ta3aam)
dining room
المطبخ
(al matbakh)
kitchen
الحمام
(alHamaam)
bathroom
غرفة النوم
(ghurfat un nawm)
bedroom
الكراج
(al kiraaj)
garage
الحديقة
(alhadeeqa)
garden

Yawmun fi Hayaati Su3aad

Now read this story

يوم في حياة سعاد
وأخيها,يوسف. في اليوم العاديّ سعاد بنت عراقيّة الأصل تسكن في لندن مع والديها
الحمام لتغتسل ولتنظّف أسنانها تستيقظ الساعة السابعة صباحاً وتذهب إلى
في الساعة السابعة والنصف تذهب إلى المطبخ وتأكل الفطور الّذي أعدّتها أمّها. ثمّ تسلّم
على أمّها وتشكرها على الطعام
ثمّ تلبس ثيابها المدرسيّة في غرفتها النوم
يغادر يوسف البيت مع أخته ويذهبان إلى محطّة الحافلات مشياً,ويتحدّثان مع البعض في
نفس الوقت. تستغرق الرحلة إلى المدرسة نصف ساعة
في المدرسة تتعلّم سعاد أشياء كثيرة وتساعد أصدقاءها اذا لم يفهموا الدرس. تحبّ
المدرسة ودرسها المفضّل هو التاريخ
في الساعة الثالثة تعود إلى البيت وتساعد أمّها في تنظيف البيت وبعد ذلك تستعمل
الحاسوب وتبحث عبرشبكة الإنترنت

yawmun fi Hayaati Su3aad
Su3aadun bintun 3iraaqiyyat ul aSl taskunu fi landan ma3a waalidayhaa wa akheehaa yousef.
Fil yawm il 3aadiyyi tastayqaDu as-saa3at as-saabi3ata SobaaHan wa tadhhabu ila al Hamaam litaghtasila wa li tunaDDifa asnaanahaa.
Fis saa3at is-saabi3ati wan-nisfi tadhhabu ilal maTbakhi wa ta'kulu alfatoor alladhee 3addathaa ummuhaa. Thumma tusallimu 3ala ummihaa wa tashkuruhaa 3ala aT-Taa3aam.

Thumma talbisu theyaabahaa-l-madrasiyyata fee ghurfatihaa-n-nawm.
yughaadiru yousef albayt ma3a ukhtihi wa yadhhabaani ila maHaTTatil Haafilaati wa yataHaddathaani ma3 alba3Di fi nafsil waqt. Tastaghraqu-r-riHlatu ilal madrasa nisfu saa3a.
Fil madrasati tata3allamu su3aadu ashayaa'a katheeratan wa tusaa3idu asdiqaa'ahaa idha lam yafhamoo-d-dars. Tuhebbu-l-madrasata wa darsuhaa-l-mufaDDil huw at-taareekh.
Fis saa3at ith thaalithati ta3oodu ilal bayti wa tusaa3idu ummahaa fi tanDeefil bayti wa ba3da dhaalika tasta3milu-l-Haasooba wa tabHathu 3abr shobkatil Internet.

A day in the life of Suaad
Suaad is an Iraqi girl living in London with her parents and her brother Yousef. In a normal day she wakes up at 7am and goes to the bathroom to wash her self and clean her teeth. At 7:30 she goes to the kitchen and eats the breakfast that her mother prepared. Then she greets her mother and thanks her for the food.
Then she puts on her school clothes in her bedroom.
Yousef leaves the house with his sister and they go to the bus stop by foot, talking to each other at the same time. The journey to school takes half an hour.
At school Suaad learns many things and helps her friends if they do not understand the lesson. She loves school and her favourite lesson is History.
At 3 oclock she returns home and helps her mum to clean the house. Then she uses the computer and searches on the Internet.

Every day verbs

استيقظ
wakes up
اغتسل
washes
غادر
leaves - departs
شكر
thanks
تحدّث مع الأصدقاء
speaks with friends
زار
visits
ساعد
helps
طبخ
cooks
صلّى
prays
جلس
sits
شاهد التلفزيون
watches tv
لعب
plays

EXCERSIZES

1) put the following in order, according to Ahmed's morning routine

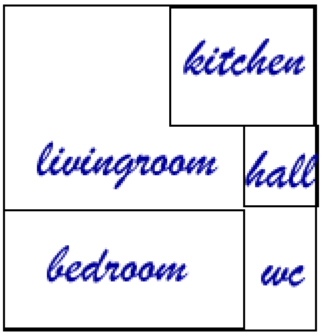
إلى الحمام ويغتسل يذهب
القهوة ويشرب, يأكل
يستيقظ
الله على كلّ ما له ويشكر
إلى العمل يذهب
الفطور يتناول

2) write the following times in Arabic
a) 8am
b) 9:30
c)10pm
d) 11am
e) 4oclock
f) 5:30

3) answer the following questions in Arabic about your own routine [try and answer in full sentences if you are able]

متى تستيقظ؟
mataa tastayqaDu?
متى تغادر البيت؟
mataa tughaadiru-l-bayt?
متى تعود إلى البيت؟
mataa ta3oodu ila-l-bayt?
متى تأكل؟
mataa ta'kul?
متى تساعد أمّك؟
mataa tusaa3idu ummak?

4) Answer the following questions about this house plan



أين الحمام؟
ayn al hammam?
أين غرفة النوم؟
ayna ghurfat in nawm?
أين المطبخ؟
ayn al matbakh?
أين غرفة الجلوس؟
ayna ghurfat il jaloos?

5) Answer the following questions in Arabic about Suaad

متى تستيقظ سعاد؟
ما إسم أخي سعاد؟
هل تحبّ سعاد المدرسة؟
أين تسكن سعاد؟
من أين والداها؟

6) Write a piece about your daily routine, or make one up

LESSON THIRTEEN: Plurals

- Plurals in Arabic refer to three or more of something.
- In English plurals are usually formed by adding an S to the end of a noun, although there are some irregulars like "mice".
- In Arabic, it is actually more common for plurals to be 'irregular' [known as broken plurals] so each plural may have to be learned just like vocab.
- However, to make it easier there are some patterns which are often followed.

One of the most important rules to remember about Plurals in Arabic is:

Non human plurals (for example "cats", "chairs", "books") are treated grammatically as if they were feminine singular (i.e. "she")

This means that...

- when describing them you would use a feminine adjective
- when referring back to them you use the pronoun "haa"
- if using them as a subject of a sentence, use a feminine verb

EG:

مساجد جميلة

(Masaajid jameela) beautiful mosques

كَتَبَ الكتبَ... كَتَبَها

(kataba alkutub... katabahaa) he wrote the books... he wrote them

ذَهَبَت الكلاب

(dhahabat al kilaab) the dogs went

Here are the plurals for some of the vocab given in previous lessons :

بيوت
(buyoot) houses
أولاد
(awlaad) boys
أبواب
(abwaab) doors
قلوب
(quloob) hearts

مكاتب
(makaatib) offices
مساجد
(masaajid) mosques
كلاب
(kilaab) dogs
قطط
(qutut) cats
كتب
(kutub) books
كراسي
(kuraasee) chairs
قمصان
(qumsaan) shirts
رجال
(rijaal) men

Two of the main patterns for plurals are known as:

فُعُولٌ

أَفْعالٌ

The fa 3ayn and lam represent the root letters of the word.

An example of each is:

بيوت
(buyoot) houses
أولاد
(awlaad) boys

Exercises

1.) Make up 5 equational sentences where the subject is a non human plural

2.) Translate the following:

هذه قططٌ كبيرةٌ
تلعب الكلاب في الدكّان
القمصان جميلة
أين الكراسي؟
الرجال في المسجد والاولاد في المدرسة

3.) Replacing the root letters with fa ayn lam as shown in the lesson: find the "plural pattern" for the following:

قمصان
كتب
رجال

4.) If the following nouns follow the pattern أَفْعالٌ then create their plurals:

قلم
(qalam) pen
ورق
(waraq) leaf
فلم
(film) film
ولد
(walad) boy

LESSON FOURTEEN : Future

LESSON 14: Future

In Arabic there is no "future tense" as such [as there is in English, French, German etc]. To express the idea that you will do something in the future, you use the present tense verb [eg yaf3alu يفعل] and add the letter "seen"

س

This "seen" stands for the Arabic word "sawfa" سوف
which could be translated as "will". [You may also add the full word "sawfa" in front of the verb (doing verb) but it is more common to see just the "seen" which is written attached to the following verb, with no space in between]

Read the following examples

سيلبسُ أحمدُ قميصاً جميلاً
(sa yalbisu Ahmad qameesan jameelan)
Ahmad will wear a beautiful shirt
سأكلُ طعامي
(sa akulu Ta3aamy)

I will eat my food

ستستعملُ نورةُ الحاسوبَ

(sa tasta3milu Noora alHaasoob)

Noora will use the computer

ستجدين كتابكِ

(satajideena kitaabaki)

you will find your book (to a girl)

متى سيذهبُ يوسف؟

(mataa sa yadhhabu yousef?)

When will yousef go?

As you can see, it does not affect the way the verb is formed. The "seen" is just stuck to the beginning of the word.

If you are Muslim (or even if not, but you believe in God and know that He has power over everything) then it is also good to include the following phrase when talking about future events or making future plans:

إنْ شاء الله

(in shaa'a Allah)

If Allah wills

There are also words of time which can be used to give a sentence a future meaning, such as:

غداً

(ghadan) tomorrow

الاسبوعَ القادمَ

(al usbo3 alqaadim) next week/the coming week

الشهرَ القادمَ

(ash shohr al qaadim) next month / the coming month

السنةَ القادمَ

(as sanat al qaadim) next year / the coming year

In grammar these words are known as "adverbials of time" and usually they will always come with a fatha on the last letter. (Unless a preposition comes in front of them)

Exercises

1.) Make the following past tense sentences into future sentences:

ذهبت نورة إلى المسجد

وجدتُ عائشة في الدكّانِ

أين ذهبتَ؟

شرب عليٌّ الماءَ

كتبتِ كتابا جميلا

2.) Make up an answer to the following questions:

متى ستساعدُ أمّكَ؟

متى سيدرسُ عليٌّ؟

متى ستستيقظُ عائشةُ غداً؟

متى ستغادرينَ البيت؟

متى سيصلى المسلم صلاة المغرب؟
متى سيزورُ أحمد صديقَه؟

3.) Translate the following:
a) Maryam will cook food next week God willing
b) What will Ali wear to school?
c) I will help my mother tomorrow
d) You will drink water (to a girl)
e) You will wash yourself at 8am (to a boy)
f) when will I wake up in the morning?

4.) Make up 5 of your own future sentences.

Vocabulary is the words of time plus you MUST remember the word

سوف and س

LESSON FIFTEEN: Plural Pronouns and their verb conjugations

LESSON FIFTEEN

So far we covered how to conjugate verbs for the following : I, you, he and she.

These are all singular subjects (i.e. they refer to one person only). But what about if you wanted to talk about more than one person?

In that case we have to deal with the following: We, you lot, and they (for both male and female groups).

The pronouns to describe these sets of people are as follows:

نَحْنُ
we
(nahnu)
أَنْتُمْ
you lot
(antum)
(refers to a group of mixed gender, or a group of all males)
أَنْتُنَّ
you lot
(antunna)
(refers only to an all female group)

هُمْ
They

(hum)
(refers to a group of mixed gender, or a group of all males)

هُنَّ

They
(hunna)
(refers only to an all female group)

Just like with the singular pronouns, each of these have their own special form of the verb. For the past tense these are...

ذهبنا

(dhahabnaa)
we went

ذهبْتُمْ

(dhahabtum)
you lot went

ذهبْتنّ

(dhahabtunna)
you lot went (all girls)

ذهبُوا

(dhahaboo)
they went

ذهبْنَ

(dhahabna)
they went (all girls)

In the present tense the verb forms are as follows :

نَذهَبُ

(nadhhabu)
we go

تَذهبونَ

(tadhhaboona)
you lot go

تذهبْنَ

(tadhhabna)
you lot go (all girls)

يَذهبونَ

(yadhhaboona)
they go

يَذهبْنَ

(yadhhabna)
they go (all girls)

The all girl forms are quite rare, so if the info in this lesson is alot for you, then concentrate on learning the verb forms for nahnu, antum and hum insha allah.

IMPORTANT THINGS TO NOTE :
1.) In Arabic these plural "they" and "you lot" are only used for THREE or more people, not two. [There is a dual form for two people which will be learnt later]

2.) If the verb comes before the subject then the verb stays in the singular form... to understand please look at the following examples :

يذهب الأولاد
(yadhhab ul awlaad)
the boys are going
The subject (the boys) comes after the verb therefore it stays in singular, but note that the gender still matches the subject.

الأولاد يذهبونَ
(al awlaadu yadhhaboona)
the boys are going
The subject (the boys) comes before the verb so it must be condugated for the plural

ذهبت البنات
(dhahabat ul banaat)
the girls went
The subject (the girls) comes after the verb therefore it stays in singular, but note that the gender still matches the subject.

البنات ذهبن
(al banaat dhahabna)
the girls went
The subject (the girls) comes before the verb so it must be condugated for the plural

ذهب الأولاد ثمّ أكلوا
(dhahab al awlaadu thumma akaloo)
the boys went and then they ate
The subject at first comes after the verb so it did not have to be congugated in plural. For the second verb, the plural subject was already mentioned so it became necessary for it to be congugated for that plural subject.

Word Order
In Fus-ha Arabic sentences it is preferred to follow this order unless you have a reason not to:

1.) Verb
2.)Subject
3.) Object

This means that as above when talking about a plural subject you may not need to conjugate the verb into the plural. Always think carefully whether you need to conjugate it or not. The rule is:

IF THE PLURAL SUBJECT IS MENTIONED BEFORE THIS VERB, THEN CONJUGATE IN THE PLURAL - IF NOT THEN CONJUGATE IN THE SINGULAR, BUT MAKE SURE TO ALWAYS USE THE CORRECT GENDER REGARDLESS OF POSITION OF THE SUBJECT.

Exercises

1.) Conjugate the following verbs for all the forms shown above in the past

لبس
استعمل
أكل

كتب
درس

2.) Now complete the same thing for the present

3.) Take one example and put it into the future (refer to last lesson)

4.) Translate the following into English:

يذهبون إلى المسجد
تساعدن أمّكنّ في البيت
درسنا العربية هذه السنة وسندرس الفرنسية السنة القادمة إن شاء الله

5) Translate the following into Arabic:
a) Layla and Mustafa and Noora will go to the city tomorrow
b) where did you all go??
c) we ate in the mosque
d) they prayed in the park
e) the boys played with the dog

6) make up 3 sentences of your own using plural subjects

LESSON SIXTEEN: Free time

In this topic we will talk about Hobbies, social activities and what ways we can spend our free time.

Look at the following pictures and the corresponding vocabulary.



The activities shown are :

مشاهدة برامج التلفاز
mushaahidatu buraamij at tilfaaz
watching tv programes

مشاهدة افلام
mushaahidatu aflaam
watching films

القراءة , المطالعة
al qiraa'a, al muTaala3a

reading

الذهاب إلى المكتبة

adh dhahaabu ilal maktaba

going to the library

الاستماع إلى الموسيقى والاناشيد

al istimaa3u ilal muusiiqaa wal anaasheed

listening to music / nasheeds

الذهاب إلى المتاحف أو المسرح

adh dhahaab ilal mataahid aw al masrah

going to museums or the theater

التنزّه في الحديقة العامة أو على شطيء البحر

at tanazzahu fil hadeeqat il 3aamma aw 3ala shaTee'l bahr

walking in the park or at the sea side

العمل في الحديقة

al 3amal fil hadeeqa

gardening

ألعاب الكومبيوتر

al3aab ul kombyooter

computer games

الإنترنت

al internet

ممارسة كرة القدم

mumaarisatu kurat il qadam

playing/practising football

مشاهدة كرة القدم

mushaahidatu kurat il qadam

watching football

الطبخ

aT Tabkh

cooking

الرسم

ar rasm

drawing

ركوب الدرجات أو الخيل

rukoob ud darrajaat aw al khayl

riding bikes or horses

ممارسة العاب الطاولة كالشطرنج والسكرابل

mumaarisat al3aab at taawilata kash shaTranaj was skraabel

playing board games like chess and scrabble

كرة المضرب, التنس

kurat ul maDrab / at tennis

tennis

الطاولة كرة

kurat ut taawila

table tennis

لعبة الريشة

lu3bat ur reesha

badminton

ممارسة كرة السلة
mumaarisatu kurat as salla
playing basketball
ممارسة السباحة
mumaarisat us sabaaHa
practising swimming

The following new words are also used in the exercises:

ذكر الله
dhikr ullah
remembering Allah / zikr
الاعمال الخيرية
al 3amaal ul khayriyya
doing things for charity
التدخين
at tadkheen
smoking
شرب الكهول
shurb al kuhool
drinking alcohol
اللهو
al lahw
lazing around

Also the following phrases will be useful when talking about what you like or dislike doing :

أحبّ أن أقضي أوقات فراغي في
(uhebbu an aqDiy awqaat faraaghee fi...)
I love / like to spend my free time doing...
أكره أن أقضي أوقات فراغي في
(akrahu an aqDiy awqaat faraaghee fi...)
I hate to spend my free time doing...

Activities

1. Read the following:

- أنا رشيد من مصر. أحبّ أن أقضي أوقات فراغي في السباحة وأحبّ أن أمارس كرة السلّة أيضا. أكره القراءة
- إسمي وردة وأنا طبيبة في لندن. في أوقات فراغي أحبّ أن أذهب إلى السينما لأشاهد الأفلام الجديدة وأحبّ التنزّه في الحديقة العامة
- تحبّ أختي الكبيرة مريم الطبخ والرسم والسباحة
- أنا زينب وأحب أن أمارس ألعاب الطاولة. أخي مراد يحبّ كرة القدم ولكنّي أكرهها

Answer the questions:
a) which two people share the same hobby and what is it?
b) Who would like to play chess or scrabble?
c) Who is interested in the new films?
d) Who prefers sports to reading?
e) Where does Warda like to go walking?
f) Do Zaynab and her brother Morad agree on their hobbies?
g) What is Rasheed's nationality?
h) Who mentions the most hobbies?

2. Translate the following :
a) Noura, Aisha and Zaynab like riding bikes in the park
b) Ali likes to spend his free time practising basketball
c) Iman hates drawing but her brother Mohammed likes it.

3. Write a paragraph about your own interests and hobbies and what you do and don't like doing. Make it as detailed as you can and try and make more than just one sentence!

4. Look at the following activities and decide which ones are good activities to please Allah and which ones are not.

ذكر الله
الاعمال الخيرية
التدخين
شرب الكهول
قراءة القران
مساعدة أمّي
اللهو
دراسة اللغة العربية

LESSON SEVENTEEN: Idafa (possessive Construction)

We have seen some "idafa" phrases already such as
غرفة الجلوس
some people might have wondered "why don't we put AL on the front of the word ghurfa?" Well this topic basically explains why you can not do that

إضافة

This is used for phrases that could usually be expressed in English in this format : "The... of the....." (eg "The window of the car", "the book of the boy") which is equivalent to : "The .....'s ......" (eg the car's window, the boy's book."

Grammatically this is a possessive construction. It takes the genative case, meaning that the **second part of the construction should always take a kasra**. The **first part should not take a definite articl**e, but it is defined by its relationship to the second part and therefore should not have tanween.

example...

بابُ الْبيتِ
baab ul bayt(i)
the door of the house

كتابُ ابنِهِ
kitaab ubnihi
the book of his son

It is possible to qualify any of the nouns in the Idafa structure (to add an adjective to describe them), but as the idafa should not be broken they will be placed at the end, whichever of the nouns they are qualifying. This means the case ending is important in showing which noun the adjective belongs to.

This means if you were to say "the big house of the boy / the boy's big house" in Arabic the word order would be like this :

the house (subject) - the boy(who it belongs to) - the big (describing the subject, or who it belongs to depending on case ending)

سيارةُ البنتِ الصغيرةُ
sayyaarat ul bint is sagheera(t**u**)
the small car of the girl

سيارةُ البنتِ الصغيرةِ
sayyaarat ul bint is sagheera(t**i**)
the car of the small girl

There could be an idafa with more than two nouns (double idafa). In this case the 2nd, 3rd and any other nouns would all take kasra and as usual the first is determined by the function in the sentence.

Example:

بابُ بيتِ الرجلِ
baabu bayt ir rajul(i)
the door of the man's house

as above only the final noun will show a definite article.

In some cases if the Idafa construction will be too complicated, for example if the first noun was following a preposition and therefore in the genetive with kasra, and there was an adjective, you will not be able to tell which noun the adjective is referring to, so you might prefer to abandon this construction and express it a different way...

فى كتابِ الطالبِ الجديدِ
fi kitaab iT Taalib il jadeed(i)

is it.... in the book of the new student, or in the new book of the student? No way to tell! if you wanted to say in the new book of the student (just to choose one for example) it may be better to say
فى الكتابِ الجديدِ للطالبِ
fil kitaab il jadeedi lit taalib(i)

as this will avoid any ambiguity.

Sometimes you might see an idafa where the second part does not begin with definite article. This is known as "indefinite idafa". Common examples of this are when the 2nd part is a person's name which is grammatically seen as indefinite (such as Mohammed) eg :

كتابُ محمّدٍ
kitaabu Mohammedin
Mohammed's book / the book of Mohammed

Exercises

1.) translate the following into Arabic:

1.) This is the teacher's house
2.) The door of Ahmed's car is big
3.) I found it in the big box of the clever student
4.) That is the boy's friend's dog
5.) He is my son's teacher

2.) Translate the following into English

أين قلمُ المدرّسِ؟
متى غادرت بنتُ الإمامِ؟
هذا بيتُ الطبيبِ
شباكُ مسجدِ مدينتي جميلٌ
من تلك؟ هي أجتُ محمّدٍ الصغيرةُ

3. Highlight the idafas in the previous sentences.

4. **True or false** questions
a) The first part of Idafa always begins with definite article
b) Idafas can be translated as "the.... of the...."
c) you can have more than two nouns in an Idafa
d) Idafas can easily be broken in the middle
e) Idafa is rarely used in Arabic
f) You must always have definite article in the final part of Idafa

5. Make 5 of your own sentences featuring idafa constructions

LESSON EIGHTEEN : Relative clauses

"**Relative clauses**" are usually translated in English with the words "**which**", "who", "that". In Arabic they are called **الإِسماءُ الموصُولة**

Relative sentences are made up of **two parts**: The **antecedent** and the **relative clause.**

The Antecedent will be a noun. The relative clause gives extra information about this antecedent noun. An example of this in English is:

This is the boy who studies Biology

The boy is the antecedent. In this case he is also the subject of the sentence, although the object could also be an antecedent. The relative clause is "**who studies Biology**" because that is the extra info about this antecedent.

In Arabic there are a group of words used in place of "who, which" etc and the correct one is chosen according to gender and number.

These are only used when the antecedent is **DEFINATE**

Here is the list:

الّذي

alladhee
for masculine singular

الّتي

allatee
for feminine singular (including non human plural)

الّذينَ

alladheena
for masculine plural

الواتي

allawaatee
for female plural

The dual ones will be given later when we cover that topic

As well as these special words, in Arabic you also need to add a **"returner"** as a part of the relative clause. This is a **pronoun which refers back to the antecedent**. If the relative clause features a verb which is done by the antecedent, then the returner is considered to be shown by that verb and nothing else is necessary. However if the verb is done by anyone else the returner should be added in the form of a pronoun.

Now to get an idea of relative clauses here are some examples:

أين الكتابُ الّذي وجدته؟

ayn al kitaab ulladhee wajadtuhu?
Where is the book which I found?

The **antecedent** is al kitaab (the book)
the **relative clause** is alladhee wajadtuhu
the word **alladhee** was chosen as kitaab is singular masculine
the **returner** is "hu" on the end of the verb, chosen because kitaab is singular masculine and hu is the

singular masculine returner word

هو الولدُ الّذي يدرس هنا
huw al walad ulladhee yadrusu hunaa
he is the boy who studies here

the antecedent is al walad (the boy)
the relative clause is alladhee yadrusu huna

the word alladhee was chosen because it is singular masculine

the returner is "inside" the verb. When the relative clause is an action done by the antecedent, then you do not need to write the returner separately as the verb conjugation shows it

ضرب علي الكلبَ الّذي ذهب في المطبجِ

Daraba 3ali ul kalb alladhee dhahaba fil matbakh

ali hit the dog who went in the kitchen

antecedent is al kalb (the dog)
relative clause is alladhee dhahaba fil matbakh
alladhee is chosen because it is singular masculine
the returner is inside the verb.

أختي البنت التي تساعدُ المدرّسةَ
ukhtee al bint ullatee tusaa3id ul mudarrisa
my sister is the girl who helps the teacher
the antecedent is ukhtee (my sister)
the relative clause is allatee tusaa3id ul mudarrisa
allatee was chosen as antecedent is singular feminine
the returner is in the verb tusaa3idu

ذهب الأولادُ الّذين يلعبون كرة القدم
dhahab al awlaad alladheena yal3aboona kurat al qadam
the boys who play football went
the antecedent is al awlaad (the boys)
the relative clause is alladheen yal3aboona kurat al qadam
alladheena was chosen because its masculine plural
the returner is in the verb

*****

If the antecedent is not definite then you do not need to use the special words such as "alladhee" etc but you STILL NEED the returner.

Here are some examples of indefinite relative sentences :

هذا رجلٌ ذهب إلى المسجد
hadha rajulun dhahaba ilal masjid
this is a man who went to the mosque
antecedent is rajulun which is indefinate
so no need for "alladhee"
the returner is in the verb

هي قطّة وجدتها في حديقتي
hiya qiTTatun wadajtuhaa fi Hadeeqatee
she's a cat which I found in my garden
the antecedent is qittatun (indefinate)
so no need for allatee
relative clause is wajadtuhaa fi hadeeqati
the returner is haa, because the verb wajada was done by someone other than the antecedent.

قرأتُ كتاباً كتبه رجلٌ جميلٌ
qara'tu kitaaban katabahu rajulun jameelun
I read a book which a handsome man wrote
the antecedent is kitaaban (indefininte)
the relative clause is katabahu rajulun jameelun
the returner hu is written because someone other than the antecedent did this verb.

It is also possible to write **vague relative sentences**, with none of the "alladhee" words or a returner.
These simply use the words "maa" and "man"

ما

من

we have come across these words before.
maa is used for objects, and translates as "what"
man is used for people and translates as "who"

Examples:

قرأتُ ما كتب الولدُ
qara'tu maa katab al walad
I read what the boy wrote

أكل ما طبخ أمّه
akala maa Tabakha ummuhu
he ate what his mum cooked

ضربت نورة من أكل طعامها
Darabat Noora man akala Ta3amahaa
Noora hit the one who ate her food

In these examples you can not say exactly what is the antecedent because the name of the object is not given. For example in number one, the antecedent could really be : the letter, the book, the story etc

but we are not told it by reading the sentence. That is why it is vague.

Sometimes you might want to write a relative sentence where the antecedent is a whole sentence, in that case you use the following special phrase:

الأمرُ الّذي
al amr ulladhee
the matter which..

كنتُ مريضا الأمر الّذي منعني من الذهاب إلى الحديقة

kuntu mareeDan al amr ulladhee mana3anee min adh dhihaab ilal Hadeeqa
I was ill which prevented me from going to the park

(I’ve colour coded this sentence as many of the words are not from the previous lessons vocabulary so it could have been confusing for new students)

Exercises:

1. write your own very short summary of the topic relative clauses

2. Translate the following (definate antecedents):

a) This is the boy who I hit
b) Where is the food which I like?
c) That is the nurse who studied in my university
d) Are you wearing the shirt which I found?
e) Arabic is the language which we learn in school

3. translate the following (indefinite antecedents) :

a) Its in a book I read last year
b) There's a ball in the garden which Yusuf found
c) That's a car which I used
d) That’s a man who plays football

4.) Take the following sentences and convert them into vague sentences by replacing the antecedents with either maa or man

5.) Make 5 examples of your own relative sentences

6.) Read and translate the following :

أحبّ الطعام الّذي تطبجه ليلى
أقرأ ما قرأ يوسف السنة الماضية
هو ولد ضربه المدرّس
هذا الحاسوب الّذي استعملت أمّي

LESSON NINETEEN : The Root system

The **Root System**:

Arabic belongs to the **Semitic** group of languages.

- The characteristic feature of Semitic languages is their basis of **consonantal roots (**this means each word has a root made up of letters which are **not vowels**),
- Roots are mostly trilateral. (i.e. most roots are made up of **Three** letters
- **Variations in shade of meaning** are obtained, first by **varying the vowellin**g of the simple root, and secondly by the **addition of prefixes, suffix and in-fixes**.

An Arabic word is composed of **two parts**:

1) **The root**; which is usually formed of three (sometimes four) consonants.

2) **The pattern**; There are many "patterns" existing in the Arabic language which may be applied to a certain root to produce a meaningful word.

Because of the productive nature of the Arabic morphology, Arabic writing was mainly designed to convey primarily the root information. Hence, Arabic writing system represents mainly consonants. As we already learnt, vowels are added in by use of Harakaat (damma, kasra, fatha)

We previously touched upon this root and pattern system in the lesson on Broken Plurals. That is the kind of thing for which understanding about word patterns can be useful.

Patterns are normally shown by using the root فعل
as an example. If we wanted to symbolise the pattern of these following words:
شارِب
صاحِبٌ
صالِح
then we would write : فاعِلٌ

As explained above, different yet similar words can be made by using the same root but changing the pattern. Look at the following words all from the same root:
كَتَبَ
kataba
he wrote
كِتاب
kitaab
book
كُتُبٌ
kutub
books
كاتِبٌ
kaatib
writer

مكْتبٌ
maktab
office
مكتبةٌ
maktaba
library or bookshop

All the words are on the topic of writing.

Exercises

1. Read the lesson and answer the following to test your understanding:
a) Arabic is from which group of languages?
b) How many letters are usually in an Arabic root?
c) Are the roots made up of consonants or vowels?
d) What are the two parts of an Arabic word?
e) Which three letters are typically used to demonstrate word patterns?
f) Give an example of how we can change a simple root to modify meaning?

2. Identify the following patterns, using the root fa3ala to show
a)
سَعيدٌ
كَبيرٌ
صَغيرٌ
b)
مُدَرِّسٌ
مُعَلِّمٌ
مُفَتِّشٌ
c)
تدريس
تكبير
تفتيش

3. Identify the common root of the following and each of their patterns:
دَرَسَ
مَدْرَسَةٌ
مُدَرِّسٌ
دَرْسٌ
تَدْرِيسٌ
دِراسَةٌ

LESSON TWENTY : Kaana and Inna

Lesson twenty: كان وإنّ

We will deal with these in the context of "equational sentences" (see lesson four)
Both of these words can be placed at the start of an equational sentence and then slightly change the following grammar.

We will firstly take إنّ
This word does not really need to be translated, but if you want to you can translate it as "indeed" or "verily". Its purpose is to add emphasis to a sentence.

This word is always followed by a noun, and will always put the noun into the accusative (ie it makes it carry fatha)

EG:

الْوَلَدُ جَميلٌ
إنّ الْوَلَدَ جميلٌ

If it was followed by a pronoun, then the pronoun changes into its accusative form which is the same as the possessive pronouns... EG

هُوَ فقيرٌ
إنَّهُ فقيرٌ

As for كان
It could be said to have the opposite effect of Inna.
This word puts the meaning of the equational sentence in the past and can be translated as "was". It is a verb, and all conjugations of it cause the same grammatical effect. [It is what's known as a Hollow Verb, and that topic will be dealt with later]
The effect of Kaana is that it puts the predicate in the accusative.
EG
الْوَلَدُ جَميلٌ
كانَ الْوَلَدُ جميلاً

This is a quite simple topic and the **basic summary** to remember is:
Inna : Subject in Accusative, predicate unaffected
Kaana : Subject unaffected, predicate in Accusative

Exercises:

1.) write 5 of your own equational sentences, each time giving the sentence by itself, then with inna and then with kaana

2.) Translate the following:

يوسف كانَ* جميلاً
عائشة كانت** زوجةَ النبيِّ
محمدٌ كانَ*** رجلاً كريماً

*alayhi salaam
**radhiallahu anhaa
*** salallahu alayhi wa salam

3.) Translate these too :

إنّكِ طالبةٌ مجتهدةٌ يا خديجة!
إنّ هذا الولدَ يلبسُ قميصاً فرنسيّاً
إنّ البنتَ جميلٌ

TEST TWO: covering lessons eleven to twenty

This test covers lessons eleven to twenty but also assumes knowledge of the first ten lessons.

1. Vocabulary (out of 35)

a) English to Arabic (out of 15)
1. Coffee
2. Life
3. Sitting Room
4. He woke up
5. Television
6. He thanked
7. Leaf
8. Pen
9. Next Year
10. We
11. Museums
12. Garden
13. Cooking
14. Badminton
15. Bathroom

b) Arabic to English (out of 15)

مطبخ
صلّى
ثياب
كلّ
زار
فلم
غداً
أنتم
مطالعة
مسرح
كرة القدم
درّاجة
تدخين
الكهول
ساعد

c) **Recognise the words and fill in the missing letter (out of 5)**

ال_ك_بة
ا_ل_و
ا_تسل
ال_راج
راش_

2. Sentences (out of 35)

a) translate from English to Arabic (out of 20)

What time do you wake up?
I hate to spend my time in school
Do you like swimming?
Where is my brother's friend's little car?
I found this cat under Moosa's bed
Alia and Rashid went to the market
My husband drank all the water
This boy is very hard working
Mariam studied Arabic in school last year, and next year she will go to Egypt God willing
Those cats are beautiful!

b) Translate from Arabic into English (out of 10)

هذا رجلٌ ذهب إلى المسجد
ضرب علي الكلبَ الّذي ذهب في المطبخِ
متى غادرت بنتُ الإمامِ؟
ستستعملُ نورةُ الحاسوبَ
تلبس مريم حجاباً جميلاً
أحمد مسرورٌ بحياته
في اليوم العاديّ تستيقظ عاليّةُ الساعة السابعة صباحاً
أخي مراد يحبّ كرة القدم
أحبّ أن أقضي أوقات فراغي في الطبخِ
أينَ وجدْتِ قميصَ أبي؟

c) complete these sentences with any words which make sense (out of 5)

أين وجدَ
هل ذهبَتْ نورة إلى
لبسوا الأولادُ
نحبُّ أن نقضيَ
قلمُ المُدَرِّسِ

3. Grammar drills (20)

a) make these past tense verbs into present (5)

لَبَسَ
شَرِبْتُ
ذَهَبوا
فَعَلْنا
وَجَدْتُمْ

b) makes these present tense verbs into past (5)

أُغادِرُ
تَفْعَلينَ
تَطْبَخُ
يَلْعَبونَ
تَكْتُبْنَ

c) show the changes that would occur to these 5 sentences when prefixed by Inna and Kaana (10)

الولدُ مجتهدٌ
الكلبُ كبيرٌ
البنتُ طويلةٌ
القطّةُ ذكيّةٌ
الكتابُ على الطاولةِ

4.) Reading comprehension. Read the following paragraph and answer the questions in English (out of 8)

بعد العود من المدرسة كان عند محمد و أصدقائه أوقات فراغ
طقس اليوم مشمس فقال محمد :هيا تلعب كرة القدم في الحديقة. ولكنّ صديقه كان علي قال :لا, أريد الذهاب إلى السينما. واقترحت أخته السباحة
ثم دخل أبو محمد وقال: هيا نذهب كلّنا إلى الحديقة العامة وبعد ذلك لازم تساعدون أمهاتكم وتدرسون للمدرسة

1) What did Mohammed want to do? and where? (2)
2) What did his Sister want to do? (1)
3) What did his friend Ali want to do? (1)
4) Who suggested going to the park? (1)
5) What two things did they all have to do later on? (2)
6) What had they all done earlier in the day? (1)

5) Reading Comprehension (out of 10)

إسمي مجاهد وأنا من لندن
أستيقظ الساعة السابعة كلَّ يوم وأغتسل وأكل الفطور قبل الذهاب إلى الجامعة
أسكن في بيتٍ قريبٍ جداً من الجامعة فأغادرُ الساعة الثامنة والنصف وتبدأ الدروس الساعة التاسعة
أدرس اللغة العربية وأحبّ الجامعةَ كثيرا
أعود إلى البيت الساعة الرابعة وأكل السا‌عة السادسة

Questions:

1) where does Mujahid live? (3)
2) what does he study? and where? (2)
3) what does he do in the morning before leaving the house? (2)
4) what time does he eat in the evening? (1)
5) when does he return home? (1)
6) how much time is there between him waking and leaving the house in the morning? (1)

6.) Grammar terms (out of 18)

Explain (in English) and give an example of the following (in Arabic)

relative clause
antecedent
Plural pronoun
Past tense verb
Present tense verb
Future tense
Broken Plural
Idafa
triliteral root

7.) Write a small paragraph about yourself and your free time (8 marks)